EDUCST 3221/BUSMHR 3221: Innovation and Leadership

The Ohio State University
College of Education and Human Ecology, Department of Educational Studies
Fisher College of Business, Department of Management & Human Resources

Course Instructors
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I. Course Description

This course is built on intellectual and experiential engagement with innovative leadership. Students will be challenged to develop better problem solving skills in a team-oriented atmosphere, and through the use of creativity, will learn to view challenges from new and different perspectives. Because a great deal of leadership learning takes place through metacognition (the practice of reflecting on practice), there will be opportunities for students to give and receive feedback and reflect deeply on class experiences. The course will use case studies and simulations to help students prepare for real-world challenges, and will give each student a chance to practice leadership with peers, take risks based in best practices and strategic planning, learn from mistakes in a controlled environment, develop resilience for future challenges, and discover their own capacities for innovative leadership. The course will culminate with students participating in a national leadership competition at the end of the semester.

II. Course Objectives:

Students will be able to:
1. Navigate leadership challenges utilizing teamwork, effective communication skills, and creative cognition
    a. Increase competency in delegation, creating compromise and building consensus, and motivating others
    b. Through self-reflection, learn to use emotion to facilitate positive performance and develop a strong innovation self-concept
    c. Utilize adaptive leadership techniques to react when change occurs

2. Understand the historical and cultural influences that impact collective understandings of leadership and consider innovative new perspectives
    a. Describe leadership as non-positional, inclusive, interdisciplinary, and participatory
    b. Recognize how personal biases, background, social identity, experience, and values play a role in developing a leadership perspective
    c. Critique common leadership approaches and consider new, innovative approaches that include multiple perspectives and leadership theories

3. Recognize innovation and creativity as necessary components of leadership.
   a. Identify and address personal barriers to creative thinking and innovation
   b. Learn to incorporate innovative and creative thinking within problem-solving situations
   c. Practice new approaches to solving leadership challenges by preparing for the Innovation Challenge event

Key questions addressed through readings, assignments and class discussions are:
- What is innovation?
- What is the tie between leadership and innovation?
- How do we use critical leadership skills to become better, more innovative leaders?
- How can we use concepts from leadership and innovation to create change in society?

III. Course Readings

Brown, B. (2012). *Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead.* New York, NY: Gotham Books.

Grant, A. (2016). *Originals: How non-conformists change the world*. London: Ebury Publishing.

Additional readings and materials such as links to articles and videos can be found on Carmen.

IV. Respect for Diversity
Diversity includes, but is not limited to race, ethnicity, national origin, tribal affiliation, sex, gender, gender-expression/identity, sexual orientation, socioeconomic status, age, physical abilities or religious affiliation. Students are encouraged to think critically about diversity and about the social privileges they are afforded. Students are encouraged to expand their knowledge of other cultures. It is important that we honor individual differences by (a) listening and respectfully responding to individuals with varied beliefs and backgrounds, and (b) discussing conflicting viewpoints in a calm and respective manner.

V. Accommodations
Should you need any accommodation in the classroom due to a disability, please contact the Office for Disability Services (www.ods.ohio-state.edu) and inform your instructor as soon as possible. We rely on the Office of Disability Services to provide us with information and resources regarding students with disabilities in our classroom. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone (614) 292-3307, TDD 292-0901.

VI. Academic Misconduct
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Plagiarism is representing someone else's words or ideas as your own. It is a form of academic dishonesty and it is not tolerated. Plagiarism includes, but is not limited to: handing in someone

else's work as your own; taking credit for ideas that are not your own; including in your work phrases, sentences, paragraphs or any text from a book, article, or website without marking the text as a quotation and citing the source; and paraphrasing text from a source (i.e., taking an idea from a source while not quoting it exactly) without citing the source. Any student found to have plagiarized on any assignment may receive a failing grade for the semester. Additionally, the instructor will notify the Committee on Academic Misconduct. See http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm for further discussion of plagiarism.

VII. Course Requirements
This course is offered for 3 credit hours. The following requirements must be met to receive credit.

GRADES AND REQUIREMENTS: This is a 3-credit, letter-graded course. *All written papers/reflections need to be typed, double-spaced, 11 or 12-point, with 1-inch margins all around*. The final course grade will be based on the following requirements:

Attendance and Participation (25 points)
"Giving an A" Paper (10 points)
Midterm Reflection (15 points)
Team Project (40 points)
       Team Charter (5 points)
       Research Report (5 points)
       Final Project Plan (10 points)
       Presentation (15 points)
       Team Feedback (5 points)
Innovation Challenge (10 points)
Final Course Reflection (25 points)

TOTAL: 125 points

Attendance and Participation (25 points)
The success of this course rests largely on your informed, honest, and active involvement. Dialogue cannot occur without you. Team tasks cannot be successful without everyone's input. Because this is a course about innovation, we wanted to innovate the grading system. You are responsible for determining 25% of your grade this semester. You will grade yourself on your participation. However, if you miss a class with an unexcused absence, you will forfeit this opportunity.

Reasons for excused absences include:
- *Serious Illness and Family Emergencies:* Please inform your instructors as soon as possible (in advance of class meetings, if possible) if health or family emergencies arise. Make-up work may be assigned in some instances of these excused absences.
- *Cultural and Religious Holidays:* Persons who have religious or cultural observations that conflict with class meetings should let Amy or Sarah know by January 22, 2018 so we can make sure that you will not be penalized for missing class. We strongly encourage you to honor your cultural and religious holidays. However, if we do not hear from you by January 22, we will assume that you plan to attend all class sessions, and full attendance will be required.

"Giving an A" Paper (10 points):
Giving yourself an A is not about is not about boasting or raising your self-esteem. It has nothing to do with citing your accomplishments. The freely granted A lifts you off the success/failure ladder and spirits you away from the world of measurement into the universe of possibility. It is a framework that allows you to see all of who you are and BE all of who you are, without having to resist or deny any part of yourself (Zander, 2000).

Read pages 24-53 in The Art of Possibility and follow the prompts for your own paper where you give yourself an A on the bottom of page 27:

…you are to place yourself in the future, looking back and report on all the insights you acquired and milestones you attained during the semester as if those accomplishments were already in the past. Everything must be written in past tense. We are especially interested in the person you have become by May. We are interested in the attitude, feelings, and worldview of that person who will have done all she wished to do or become everything he wanted to be (excerpted and revised from Zander & Zander, 2000).

This paper will be due during the second week of class. We will read these papers and offer reflections back to you. You will be setting your own standard for your involvement in this course and for working with various teams and groups in class. You will be asked to revisit the paper at the middle and at the end of the semester to see if you met your own goals and expectations for yourself. When writing, consider the following prompts in addition to what inspires you from the *Giving an A* chapter. *What will your contributions be to this course this semester? How will you interact in teams and groups? What are your personal goals for your success in this course? Which assignments do you feel you will learn the most from? How will you positively contribute to those assignments?*

Midterm Reflection (15 points)
In this 4-5 page reflection, use the following questions as a guiding framework. However, feel free to "innovate" and present this reflection in creative ways. Just be sure to address the questions below. If you choose to present your responses in another format (other than written), please clear your idea with an instructor before you submit. You may also add any additional thoughtful, relevant material to your paper that aids in your personal reflection.

- What has been your most significant learning experience so far in this class?
- What have been your greatest challenges so far in this course?
- When looking back at your "Giving an A" paper, how are you meeting your personal goals for participation both in class and in your group project? What do you plan to work on/approach differently for the remainder of the semester to be sure you are meeting those goals?
- Consider the framework START, STOP, CONTINUE.
  - What is at least one thing you would like to start doing in this class (either personally and/or as feedback for the course)?
  - What is at least one thing you would like to stop doing in this class (either personally and/or as feedback for the course)?
  - And lastly, what would you like to continue doing in this class (either personally and/or as feedback for the course)?
- Conclude your reflection with a wrap-up of your impressions of the course so far. What have you enjoyed and what are you looking forward to in the remaining weeks?

Project Components (40 points in total)

Team Charter (5 points)
Team Charters can be useful ways to assure that <u>all</u> team members are on the same page when it comes to expectations for themselves and others. We ask you to spend meaningful time in-person to discuss and document the following factors:
- Each team member's background
- Each team member's key skills that will be relevant for this project
- Why they chose to participate in this Leadership & Innovation course
- What they hope to gain from this project
- Team norms and operating agreements
- Signature page

The key is for all team members to agree to each item as listed. *Disagreements in this initial phase are healthy* and should be welcomed, so long as you come to an outcome all members agree to follow.

Use the "Team Charter" found on Canvas to record and submit your team's responses.

Research Report (5 points)
Every good consultation project needs substantial primary and secondary research to be successful. Based on the direction of your project, scan the literature to gain a greater understanding of your topic. Catalog your findings (with citations) and be sure that each member of your team is well-informed of the information collected.

Use these questions to guide your process: *What do you need to know to be successful in this endeavor? What websites are most useful? What articles, books, or research will inform your work? How will your team utilize the information?*

Present your report in a format that is most helpful to your team moving forward. Explain why you chose to catalog the information that way. 2-page minimum.

Final Project Plan (10 points)
Using the project framework and your personal responses, design a project plan for your community project (yes, this is the same assignment as you completed individually - but now I'd like you to do one as a team). When you are finished, turn it in to Carmen and also email a copy to your client (be sure to modify language appropriately).

Purpose: This 2-page assignment will allow you to align with team members to display understanding of the project framework and how to apply it to your team project.

Components to Include:
1. Problem Statement: Include your client's problem statement, which we revised last week. This is the main issue(s) a client is asking you to explore.
2. Identify key project tasks. The tasks should be specific, and all team members should agree.
3. Identify key project phases. Based on the tasks you identified, categorize like-items.
4. Develop a draft project timeline. Summarize the major phases, and estimate how long each phase will take your team to complete. <u>Develop a week-by-week overview of how this project will be managed, considering your time constraints, team roles, etc.</u>

5. Constraints: Include a list of known or possible constraints to completing your project's key tasks.

Work as a team to address each task listed above in a compelling and concise manner.

Team Feedback (5 points)
Periodically throughout the duration of this project, you will reflect on your team progress, performance, and share feedback with one another. This process ensures that each member has the opportunity to practice and receive feedback on their leadership style and that your team is operating effectively. These are ungraded opportunities to offer one another feedback in a constructive manner.

At the conclusion of the course, you will complete a formal feedback assessment of each of your team members. This will be the means that you receive direct comments on your leadership strengths and weaknesses as observed throughout the semester. This is the graded assignment in which you will earn 5 points.

Presentation (15 points)
This is your opportunity to demonstrate what your team has concluded from your work over the course of the semester. You are to review your project scope, highlight your recommendations, briefly describe your process of arriving to your recommendations, and provide thorough rationale to support your recommendations.

Presentations are expected to be professionally composed, not text-heavy, and well-rehearsed by each team. Each member of the team must have an opportunity to speak during the presentation.

See Carmen for a full presentation rubric.

Innovation Challenge (10 points)
This fast-paced experience is designed to test individuals and teams as they tackle a series of challenges that demand innovative solutions and leadership effectiveness. You will work within your project team to address the innovation challenges and apply what you've been learning in class to these experiences. Students from across campus are invited to participate, and the winning team is awarded a cash prize at the conclusion of this five-hour event.

Each person receives 5 points for their participation during the challenge and will receive an additional 5 points for submitting a 1-2 page reflection. Reflections are submitted to Carmen and should include:
- Brief summary of the experience: What happened?
- Comments on your personal and team performance: What did you do well? What could you have improved?
- Statement of learning: What innovation concepts did you apply? What leadership concepts did you apply? What did you learn from this experience?

Final Course Reflection (25 points)
In this 6-8 page paper, use the following questions as a guiding framework. However, feel free to be creative and innovative in your response. If you choose to present your final reflection in an alternative format (not written), please clear your idea with an instructor prior to doing the work.

- Metacognitive thinking is an important skill for leaders. If you can imagine standing on a balcony and looking down at yourself in your leadership roles or in your group experiences and observing your behaviors, motivations, and thought processes, this is the essence of metacognitive thinking. It is an analysis of your own cognitive development and learning. When you "stand on the balcony" and think about your experiences, learning, and contributions in this course, what do you see? What growth has occurred? How are you different and why? What are you most proud of? Move along this line of thinking as you reflect on your time in this class.
- What are you motivated to learn/do next? What are you curious about after this class? What will you do differently in your life because of this class? What do you want to learn more about? How will your approach to leadership change?
- Again, reflect back on your "Giving an A" paper. Did you meet your personal goals for this class? How? What grade would you give yourself on participation and why?

<u>Grade Scale</u>

A	94-100%
A-	90-93.9%
B+	86-89.9%
B	84-85.9%
B-	80-83.9%
C+	76-79.9%
C	74-75.9%
C-	70-73.9%
D+	66-69.9%
D	64-65.9
E	<64

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Course Outline – Session Objectives, Readings, and Assignments

Date	Class Topic/Activities	Assignments (due that day in class)
January 8 Mason Hall Rotunda (2nd Floor)	Introduction to the Course + Teamwork Across Difference • Teambuilding Activities • Course Survey	- Complete PETAL self-assessment, receive 3 "other" raters
January 15	MLK JR DAY – NO CLASS	
January 22 Enarson 326	Introduction to Leadership and Innovation • Personal leadership and goal-setting, motivation, and innovation • Overview of leadership and innovation skills honed through in class • Reflection on Teamwork class • Debrief of PETAL	- Read chapter 1 in *Excellent Sheep*
January 29 Columbus Museum of Art (480 E Broad St., Columbus 43215)	Project Launch + Team Charter	- Read "Giving an A" from *The Art of Possibility* and submit response (1-2 pages)
February 5 Enarson 326	Project Management Bootcamp • Project Management framework • Research • Design Thinking • Human Centered Design	- Project Report #1 due: Team Charter - Read *The Field Guide to Human Centered Design* (skip over activities) - Read *Design Thinking* (Tim Brown, HBR)
February 12 Enarson 326	Self-Efficacy + Critical Perspectives of Leadership Theory (Part 1) • How can we innovate using a critical lens? • What does inclusive leadership look like?	- Read chapters 1-3 in *Critical Perspectives of Leadership Theory* (Dugan, 2017) - Read *The Role of Self-Efficacy Beliefs in Leadership Development*
February 19 Enarson 326	Strengths + Critical Perspectives of Leadership Theory (Part 2) • How can we innovate using a critical lens? • What does inclusive leadership look like?	- Take the StrengthsFinder; bring results with you (Your "Top 5") - Project Report #2 due: Research Report
February 26 Enarson 326	Risk • Barriers to Creativity • Giving and Receiving Feedback	- Read *Daring Greatly* - Project Report #3 due: Final Project Plan
March 1 from 5:30-8pm Columbus Museum of Art (480 E Broad St., Columbus 43215)	Creative Cognition	- Watch Ken Robinson TED Talk: *Do Schools Kill Creativity?*
March 5	CLASS CANCELLED – content covered at workshop on Thursday, March 1	
March 12	SPRING BREAK – NO CLASS	

Course Outline – Session Objectives, Readings, and Assignments (Continued)

Date	Class Topic/Activities	Assignments (due that day in class)
March 19 TBD	Intention to Innovate	- Mid-Term Reflection Due - Read Chapter 5 in *A General Theory of Entrepreneurship*
March 26 Enarson 326	Networking + Persuasive Communication • Relationships • Stakeholders	- Read *Liquid Networks* by Steven Johnson
April 2 Enarson 326	Innovation and Creativity Applied: TASK	- Read *Originals* - Innovation Challenge on 4/6 (Friday)
April 6 from 12:30-5pm TBD on campus	Innovation Challenge	
April 9 Enarson 326	Innovative Leadership for Social Change • Applying leadership to complex challenges • Navigating change	- Submit Innovation Challenge reflection to Carmen
April 16 Columbus Museum of Art (480 E Broad St., Columbus 43215)	Final Project Presentations	- Project Report #4: Final Presentation + Handout
April 23 Enarson 326	Course Conclusions + Debrief of Innovation Challenge	- Project Report #5: Team feedback due (online form)
Exam Week		- Final Reflective Paper

References

Brown, T. (2008). Design thinking. *Harvard Business Review*, *86*(6), 84-92.

Deresiewicz, W. (2015). *Excellent sheep: The miseducation of the American elite and the way to a meaningful life*. Florence, MA: Free Press.

Dugan, J.P. (2017). *Leadership theory: Cultivating critical perspectives.* San Francisco, CA: Jossey-Bass Publishing.

IDEO.org (2015). *The field guide to human-centered design*. Retrieved from: http://www.designkit.org/resources/1

Johnson, S.. (2011). *Where good ideas come from: The natural history of innovation*. New York, NY: Riverhead Books.

Machida, M., & Schaubroek, J. (2011). *The role of self-efficacy beliefs in leadership development.* Journal of Leadership & Organizational Studies, 18, 459-468.

Robinson, Ken (2006). *Do schools kill creativity?* Video retrieved from: https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity

Shane, S. (2003). *A general theory of entrepreneurship: The individual-opportunity nexus*. Cheltenham, UK: E. Elgar.

Zander, R.S. & Zander, B. (2013). *The art of possibility*. Boston, MA: Harvard Business Review Press